

ACCRA TECHNICAL UNIVERSITY



POLICY ON QUALITY ASSURANCE

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SUMMARY DETAILS TABLE

Version	1.0
Short description	The overall aim of this Policy is to ensure the quality of Accra Technical University's academic programmes by ensuring that the Technical University's activities, services and products meet established benchmarks that conform to national and international standards.
Relevant to	All Technical University staff and students and all Technical University functions.
Issuing Authority (Approved by)	These Guidelines have been approved by the Technical University Council.
Responsible officer	Director of Quality Assurance
Responsible office	Quality Assurance Directorate
Date Approved	Monday, May 23, 2016
Date(s) modified	
Next scheduled review date	1st, April, 2018
Related Technical University documents	Technical University statutes, conditions of service, working documents for the promotion of senior member/ senior staff/ junior staff
Related legislation	Technical University Act,
Key words	Quality, Feedback, Processes

SECTION ONE

1. DEFINITION OF TERMS

- | | |
|-------------------------|---|
| Academic Units | - Comprises various departments, divisions, in the Technical University offering programmes and courses leading to the award of qualification. |
| Affiliate Institutions | - Institutions whose degrees Accra Technical University awards. |
| Council | - Council of Accra Technical University |
| Feedback | - The response from students on their evaluation experience |
| Functions | - Includes powers and duties |
| Lecturer/Teaching Staff | - Staff involved in the formal presentation of teaching materials to students |
| Quality Assurance | - Systems, procedures resources, and information devoted to maintaining and improving standards and quality. It covers teaching, learning, research opportunities and student support services. |
| Staff | - All staff i.e., Junior Staff, Senior Staff and Senior Members unless otherwise specified |
| Support Services | - Non Academic or ancillary departments of the Technical University required for the smooth operation of the Technical University. |
| Strong room | - A strongly built room used for the safekeeping of valuables and which is not easily accessible by non-authorized persons. |

SECTION TWO

2. POLICY

2.1. POLICY STATEMENT

The Technical University shall assure the quality of its academic programmes by ensuring that its activities, services and products meet established benchmarks that conform to national and international standards. This shall be reflected in its mission to:

- I. Develop world-class human resources and capabilities to meet national developmental needs and global challenges through quality teaching, learning, research, knowledge dissemination and community service.
- II. Build on its core strengths as a centre of excellence for high quality teaching and research to secure and sustain world-class competitive advantage.
- III. Orient its teaching, research and extension activities to meet the needs of its stakeholders, especially students.
- IV. Promote innovation, relevant and cutting-edge technology, leadership development and an enterprise culture, to enhance the delivery of value to its stakeholders.
- V. Govern its operations by the highest level of excellence, integrity, transparency, and fairness underpinned by a recognition and reward system that is performance driven.

The overall aim of this Academic Quality Assurance Policy is to ensure that the Technical University's responsibility for producing excellent graduates and for awarding its own certificates shall be adequately discharged.

2.2. PURPOSE

The objectives of the Academic Quality Assurance Policy is to:

- 2.2.1. Satisfy the internal and external stakeholders that the whole range of resources across academic and support areas is of the highest standard.
- 2.2.2. Demonstrate that standards of awards are appropriate and that resources meet the requirements of the academic infrastructure and other external benchmarks.
- 2.2.3. Ensure institutional commitments to quality assurance and the enhancement of the quality of the student learning experience.
- 2.2.4. Implement the Technical University's quality assurance and enhancement in an efficient and effective manner.
- 2.2.5. Integrate quality measures and methods into normal work and routine procedures.

- 2.2.6. Provide accessible and adequate infrastructure for dealing with quality assurance at all levels and for disseminating good practice, including ensuring that all staff are familiar with Technical University's quality assurance procedure and mechanisms.

2.3. SCOPE

This policy shall apply to all operations of the Technical University and activities of its divisions, affiliated programmes and in its dealing with its stakeholders.

2.4 PRINCIPLES

The implementation of the Quality Assurance Policy is underpinned by the following key principles:

- 2.4.1 Establishment of quality benchmark and parameters for every department.
- 2.4.2 Rigorous, comprehensive and evidence based:
 - I. Course assessment
 - II. Internal quality audit of Teaching and Non-teaching functions
 - III. Peer observation of teaching and learning
 - IV. Supervision, assessment and validation of the following:
 - a. Conduct of Examinations
 - b. Admissions processes
 - c. Certification processes
 - d. Process for issuing of transcripts and certificates
 - V. Supervision and assessment of the management of the institution's Strong Rooms (Examinations, Admissions, etc)
 - VI. Assessment of curricula
 - VII. Internal and external ranking of the institution and its programmes
 - VIII. Collation and integration of feedback from students and other stakeholders on quality related issues in the institution
 - IX. Development, dissemination and application of quality benchmarks/ parameters on
 - a. Research
 - b. Industrial Attachment
 - c. Community Service
 - X. Other administrative activities not limited to the following:
 - i. Sanitation

- ii. Maintenance
- iii. Accommodation (Staff and Students)
- iv. Security
- v. Energy management, etc

2.4.3 Rapid and effective feedback on the above activities (from I to IX)

2.4.4 Maintaining a database on quality-related information

SECTION THREE

3. PROCEDURES

3.1 Course assessment

Refer to the Policy on Course Assessment

3.1.1 Student Assessment of Teaching and Courses

Refer to the policy on Student Assessment of Teaching and Courses

3.1.2 Internal Quality Audit (including Quality of Teaching and Non- Teaching staff)

This shall be done at the end of the academic year and shall be based on the institution's quality benchmarks.

3.1.3 Peer Observation of Teaching and Learning

Refer to the Policy on Peer Observation of Teaching and Learning

3.1.4 Supervision, Assessment and Validation of the Conduct of Examinations

Refer to the Rules and Regulation for Invigilators and Students, NABPTEX Guide, Staff Operational Handbook for BTech, HND and Non-HND programmes, and Student Handbook.

3.1.5 Supervision, Assessment and Validation of the Admissions Processes

3.1.5.1 Regulations and Processes

The admission process shall begin four (4) months before the commencement of the academic year which normally begins in August/September.

The Academic Affairs department shall prompt the Deans to initiate the process for the review of the admission requirements from January to February.

Review of admission requirements shall be completed and approved by Academic Board by the end of February.

3.1.5.1.1 Entry Requirements

A. BTech Programmes

- Higher National Diploma (HND) certificate in a relevant field with a minimum of Second Class Lower Division.
- Applicants shall have at least two (2) year post-HND qualification working experience

B. HND Programmes

1.1.1.1. GCE 'A' Level Applicants

- I. Four (4) GCE 'O' Level Credit passes including English Language and Mathematics.

AND

- II. A minimum of two (2) GCE 'A' Level passes in relevant subjects. A pass in General Paper shall be an advantage.

1.1.1.2. SSSCE/WASSCE Applicants

Credit passes in three (3) core subjects including English Language, Mathematics, and Integrated Science and two (2) relevant elective subjects, with an aggregate score of 20 for SSSCE or 30 for WASSCE or better.

1.1.1.3. Other Certificate and Diploma Applicants

- i. A certificate (credit passes would be an advantage) OR
- ii. A diploma (credit passes would be an advantage) OR
- iii. A degree

1.1.1.4. Mature Applicants

- i. Shall be at least 25 years old.
- ii. Shall have four (4) GCE O' Level credit passes OR RSA II passes including English Language and Mathematics or four (4) SSSCE/WASSCE passes including core English and core Mathematics.
- iii. Shall at least three (3) years working experience.
- iv. Shall pass a written aptitude test (English Language, Mathematics, and General Knowledge).
- v. And an interview may be conducted.

1.1.1.5. Teacher Applicants

- i. Four (4) year Certificate 'A' with four (4) GCE 'O' Level credit passes.
- ii. Three (3) year Post Secondary Teacher's Certificate.
- iii. Four (4) year Certificate 'A' with four (4) SSSCE/WASSCE passes including core English and core Mathematics.
- iv. At least a minimum of three (3) years of teaching experience.

C. Non-HND Programmes

- A. GCE 'O' level applicants: 5 credits including English Language and Mathematics.
- B. SSSCE applicants: 4 passes including English Language and Mathematics.
- C. Technical Exams: NVTI, MVTI, MET, RMC, C&G, BC 812/1.
- D. Other Equivalent Qualifications as published in the Accra Technical University's brochure for entry requirements.

In addition to the minimum entry requirements, each programme may have its own School or Departmental requirements.

3.1.5.1.2 Advertisement for applicants

Based on the approval of admission requirement by Academic Board, the Registry shall advertise.

3.1.5.1.3 Submission of applications and deadline

All applicants are required to obtain e-vouchers (login details) by bankers' draft payable at the cash office of Accra Technical University to apply online at www.apoly.edu.gh

Applicants shall print out copies of the completed online application forms and submit them together with self-addressed envelopes and photocopies of relevant documents and certificates to the address:

**THE REGISTRAR,
ACCRA TECHNICAL UNIVERSITY
P. O. BOX GP 561, ACCRA**

After processing of the applications, the Academic Affairs department shall communicate the decision to the applicants.

3.1.5.1.4 Selection process (including mature applicants)

The Admissions Board shall be responsible for the selection of qualified applicants and shall communicate the decision to Academic Board.

3.1.5.1.5 Mature entrance examinations

Mature Applicants for HND programmes shall pass a written aptitude test in English Language, Mathematics, and General Knowledge.

Mature Applicants for BTech programmes shall pass a written aptitude test in English Language, Mathematics, General Knowledge and General Knowledge in the specific area of study for which admission is being sought.

Mature applicants for HND and BTech programmes shall write separate Mature Entrance Examinations.

A Mature Applicant shall have the opportunity to sit as a candidate for the Mature Entrance Examinations only once in an academic year. If the candidate does not pass the examinations, he/she has the opportunity to apply again the following year.

3.1.5.1.6 Administration of mature entrance examinations

The processes involved in the administration of the papers are:

1. Setting of questions and schemes
2. Moderation of submitted questions and schemes
3. Administration of questions to candidates
4. Marking of scripts and submission of marks
5. Vetting of marks and marked scripts

3.1.5.1.7 Setting of questions and schemes

The Pro Vice Chancellor shall write to the appropriate departments to submit the names of Three (3) Internal Examiners for the following papers:

S/N	Subject	Departments
1	Mathematics	Mathematics and Statistics
2	English Language	Languages and Liberal Studies
3	General Knowledge	Languages and Liberal Studies
4	General Knowledge in the specific area of study (For BTech applicants only)	The Department to which the applicant is seeking admission

Each Examiner shall submit a separate question paper and marking scheme to the Pro Vice Chancellor.

3.1.5.1.8 Moderation of submitted questions and schemes

The Pro Vice Chancellor shall invite each examiner separately to moderate one (1) of the question papers and corresponding scheme. An Examiner shall not moderate his/her own paper.

Moderation of papers shall be done in the Council Chamber and the moderated paper submitted immediately to the Pro Vice Chancellor.

The Pro Vice Chancellor shall notify each examiner to effect any corrections to his/her questions (if any). The corrections shall be done in the Council Chamber and the corrected paper printed and submitted immediately to the Pro Vice Chancellor.

The Pro Vice Chancellor shall randomly select one of the moderated papers and submit to the Examinations Officer for the conduct of the examination.

3.1.5.1.9 Administration of questions to candidates

The Mature Entrance Examination shall be guided by the rules and regulations governing the conduct of examinations in Accra Technical University.

3.1.5.1.10 Marking of scripts and submission of marks

The Pro Vice Chancellor shall authorise one of the Examiners (except the one whose paper was written) to collect the scripts for marking. The Examiner shall submit the marks to the Pro Vice Chancellor.

3.1.5.1.11 Vetting of marks and marked scripts

Marks and marked scripts shall be vetted by the Quality Assurance Department. The vetted marks shall be submitted by the Quality Assurance Department to the Vice Chancellor. Copies shall be sent to the Pro Vice Chancellor, Registrar, and Head of Academic Affairs.

The Quality Assurance Department shall keep custody of the marked scripts until the admission process is complete. The marked scripts shall then be submitted to the Examinations Unit for safekeeping.

3.1.5.1.12 Records of chain of custody

A log book shall be kept in the Office of the Pro Vice Chancellor to record the Chain of Custody of questions, scheme and marked scripts.

3.1.6 Supervision, Assessment and Validation of the Certification processes

The certification process shall be:

1. Departmental Board review of results
2. School Board review of results
3. Academic Board review of results
4. Verification of results by accrediting and affiliating institution. E.g. NABPTEX, TEU, CILT, KNUST, UCC etc.
5. Correction of results base on the verification exercise
6. Publication of Graduation List

3.1.7 Supervision and Assessment of the Management of the institution's Strong Rooms (Examinations, Admissions, etc)

Shall be done to ensure that:

3.1.7.1 The Exam Department is an independent unit with a room on its own.

3.1.7.2 Categorizing of examination question and answer scripts are done according to the level of certificate.

3.1.7.3 All answer scripts are labeled accordingly.

3.1.7.4 All answer scripts are kept in the strong room and arranged according to the academic semesters.

3.1.7.5 The strong room is locked at all times.

3.1.7.6 Only designated staff of the Examination Department has access the room.

3.1.7.7 The key to the strong room shall be kept only by the Head of the Examinations' Department and the spare key with the Pro Vice Chancellor for any emergency case.

3.1.8 Review of curricula

Shall be done to ensure that:

- I. Every five (5) years each programme shall be reviewed at least once.
- II. Courses which are obliged by professional or accrediting bodies to obtain feedback from students on a more regular basis comply.
- III. All new courses are reviewed at the end of their first year of operation.
- IV. Review of courses are done with the approved format.

3.1.9 Collation and integration of Feedback from Students and other Stakeholders on Quality Related issues in the Institution

Feedback shall be obtained through a range of methods including departmental meetings, committees, working groups, evaluations of staff development sessions, questionnaires about validation and review of events and consultation exercise about specific projects (e.g. TALIF projects).

3.1.10 Dissemination and Assessment of Application of Quality Benchmarks/ Parameters on Research

This shall be done at the end of the academic year and shall be based on the quality benchmarks on Research.

3.1.11 Dissemination and assessment of application of quality benchmarks/ parameters on Industrial Attachment

This shall be done at the end of the academic year and shall be based on the quality benchmarks on Industrial Attachment.

3.1.12 Dissemination and assessment of application of quality benchmarks/ parameters on Community Service

This shall be done at the end of the academic year and shall be based on the quality benchmarks on Community Service

3.1.13 Dissemination and assessment of application of quality benchmarks/ parameters on Sanitation

This shall be done at the end of the academic year and shall be based on the quality benchmarks on Sanitation.

3.1.14 Dissemination and assessment of application of quality benchmarks/ parameters on Maintenance

This shall be done at the end of the academic year and shall be based on the quality benchmarks on Maintenance.

3.1.15 Dissemination and assessment of application of quality benchmarks/ parameters on Accommodation (staff and Students)

This shall be done at the end of the academic year and shall be based on the quality benchmarks on Accommodation.

3.1.16 Dissemination and assessment of application of quality benchmarks/ parameters on Security

This shall be done at the end of the academic year and shall be based on the quality benchmarks on Security.

3.1.17 Rapid and effective feedback on activities (from 8.3.1 to 8.3.16)

This shall be done at the end of the academic year.

3.1.18 Internal capacity building for faculty and academic support staff

This shall be based on the report of the quality audit. The recommendations shall be made to management as well as the department concerned.

3.1.19 The institution's accreditation processes and other quality related engagements with NAB including annual reporting

This shall be done in line with the guidelines of NCTE, NAB, NABPTEX, and other accrediting institutions.

3.1.20 Inter and intra-institutional workshops and seminars on quality related themes for the promotion of quality culture

This shall be guided by the institutions quality benchmarks and parameters. This shall be facilitated by the Quality Assurance Directorate in collaborating with the Teaching and Learning Centre.

3.1.21 Development of Curricula

This shall be done in accordance with the institutions strategic objectives and in line with the requirements' of the appropriate regulatory institutions like NCTE, NAB, and NABPTEX.

3.1.22 Managing the institution's Affiliation with the Mentoring Institution (where applicable)

This shall be done in accordance with the Mentoring Institution and NABs requirements'.

3.1.23 Developing and Maintaining a Database on Quality-related information

This shall be based on the quality audit reports and their documentation.